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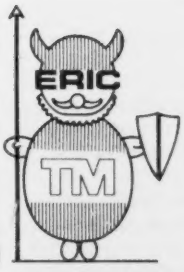
ABSTRACT

Six newsletters from the ERIC Clearinghouse on Tests, Measurement, and Evaluation survey various activities in the field. Articles are presented on the scope of ERIC/TM, major American Educational Research Association addresses available on tape, new terms in the Thesaurus, Clearinghouse services, selected input of new documents in the system, exhibits and publications, the establishment of a new magazine (Learning Today), testing programs, faculty evaluation, comprehensive achievement monitoring, and procedures for ordering ERIC documents. The greatest space is given to the new input sections, which cite available documents, with a brief abstract of each. (LH)

ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, & EVALUATION ■ EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY 08540

ED 068510



TM NEWS

Conducted by Educational Testing Service in Association with Rutgers University Graduate School of Education

SCOPE OF ERIC/TM

As a user of the ERIC system, with a particular interest in ERIC/TM, you naturally want to know what are our interests, what you can expect from us as input to the system, and how that input may serve your own special interests.

Each clearinghouse in the ERIC network has an area of responsibility, of interest, which is defined by its "Scope Statement," an indication of the information-gathering activities in which the clearinghouse will engage.

In the ERIC/TM scope statement which follows the word "document" is something of a catch-all and is intended to cover any form of communication that may contain information of interest: formal reports, informal reports, speeches, papers, tape recordings, conference proceedings, books, tests, etc.

The extent to which "document" becomes all-embracing will be determined by the success of our collection procedures *and* upon your cooperation in sending us material for consideration.

That second point is most important; the more lines of communication that we can open with practitioners in the field, the more comprehensive will be the coverage of this vital area. Please refer to the note elsewhere in this newsletter concerning submission of documents.

ERIC/TM Scope Statement:

The ERIC Clearinghouse on Tests, Measurement, and Evaluation is responsible for three categories of documents:

First, tests or other measurement devices, and documents whose major purpose is confined to a discussion of such instruments. These documents might announce the availability of an instrument, discuss its development and construction, or provide a critical review.

Second, all documents whose content is limited to measurement and evaluation procedures or techniques. Such papers include, for example, all which are concerned with measurement research, applications of measurement or evaluation in education, and with comparative analyses of specific techniques.

Third, documents concerned with programs or projects (regardless of the population, level, or content of the study as a whole) insofar as they relate to the evaluation materials, procedures, and techniques used in the program or project. If, however, the major emphasis is on the innovative treatment, and evaluation plays only an incidental role, the document should be handled elsewhere.

ERIC/TM ADVISORY BOARD

TM 001 848

The ERIC/TM Advisory Board includes a variety of people in the educational world representing specific areas of concern and is not limited to those involved solely in the fields of tests, measurement, and evaluation. Areas of interest represented are psychology, sociology, teacher education, higher education, early childhood education, compensatory education, economics, and school boards. The first ERIC/TM Advisory Board meeting was held in November, 1970 and yielded several beneficial results. Another meeting is scheduled for late 1971.

**Dr. Leo Goldman*
City University of New York

Dr. John Hayman
Great City Schools Research Council

Dr. Hylan Lewis
City College of New York at Brooklyn

Mrs. Ruth Mancuso
State Board of Education, New Jersey

**Dr. Robert McCollum*
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National Education Association

Dr. Robert E. Stake
University of Illinois

**Dr. Joseph Stone*
Vassar College

Dr. Phyllis A. Wallace
Metropolitan Applied Research Center

*Term expires June 30, 1971.

AERA SESSION PAPERS COLLECTED

The ERIC system was originally established by the Office of Education to combat the lengthy delays in communication of information among educational researchers and practitioners–and, regrettably, all too often, non-communication. The measure of the problem can be taken from a report that appeared in the March 1970 *AER Journal* which revealed that more than three years will pass before even half the papers presented at the 1968 AERA meeting are published. The authors of the report suggested that the ERIC network was best suited for an attack on the problem.

In discussions between ERIC/TM and the AERA Central Office staff, two possible approaches suggested themselves: an improvement in the existing AERA copying service for attendees at the convention (by making it more comprehensive); and rapid collection of the papers so that they might appear in RIE, thus becoming available to the broader educational field without delay.

The two organizations agreed to work together, with the result that as early as October 1970 ERIC/TM began contacting authors for copies of their papers.

The response was heartening, by convention time over 540 papers, about 80% of those requested, had been collected. The total number of papers received is now well over 600; ERIC/TM has retained those appropriate to its interests and forwarded the majority to other clearinghouses for processing.

The success enjoyed by this joint endeavor resulted in far better service to conference participants through the copying service and to long term benefits for the profession as a whole.

We look forward to similar service activities in the future and thank, for AERA and ERIC/TM, all those authors whose cooperation was invaluable.

AERA EXHIBIT

Conventions are a useful medium for establishing relationships with people of like interests and problems. The recent American Educational Research Association (AERA) was no exception and we were happy to meet the many visitors who dropped by the booth, to discuss their problems, to arrange for inquiries to be forwarded to other clearinghouses as necessary, and to arrange for names to be placed on mailing lists.

We, and other clearinghouses, will be exhibiting at a number of professional meetings during the year, and we hope you'll take the opportunity of discussing with us any issues that concern you.

We learned one important thing at our first convention–we need twice as much space.

CASSETTE TAPES OF MAJOR AERA ADDRESSES AVAILABLE

In cooperation with the American Educational Research Association, ERIC/TM arranged for the recording of twenty-three major addresses at the 1971 AERA Annual Meeting. These addresses, which are of prime interest to the educational community as well as to educational researchers and specialists, are now available from AERA on convenient cassette tapes. The titles are as follows:

1A "Congressional Feeling about Educational Research & Development." CONGRESSMAN JOHN BRADEMAS

2A "Accountability and Performance Contracting." ROGER T. LENNON

3A "The Curriculum Never Changes–Only the Reasons for Offering it Change." LLOYD G. HUMPHRIES

4A "Systematic Planning in American Education." CHARLES S. BENSON

5A "The Educational Industry as a Pathological Segment of Economy." KENNETH E. BOULDING

6A "The Curriculum Field: Historical Perspectives." ARNO A. BELLACK

7A "Formative Curriculum Evaluation: In Need of Methodology." JOEL WEISS

8A "Preparing Educational Administrators for Conflict Resolution." STEPHEN K. BAILEY

9A "The Effects of Knowledge about Subject Matter on the Performance and Attitudes of Prospective Teachers." MORTON WAIMON

10A "Who Becomes a Democrat? A Study of Political Socialization." ELIZABETH L. SIMPSON

11A "The Evaluation of the Humanities Curriculum Project: A Wholistic Approach." BARRY MACDONALD

12A "A Curriculum Evaluation of an Academy for Black Drop-Outs: The Alternatives in an Alternative School." MAURICE J. EASH

13A "Changes in Cognitive Structure After a Semester of College Instruction." ROBERT J. HESS

14A "Effects of High and Low Structured Teaching Styles on Classroom Performance." LOUIS J. RUBIN

15A "Crisis in the Classroom–Toward the Remaking of American Education." CHARLES E. SILBERMAN

16A "Meeting the Measurement Needs in Education." WILLIAM W. TURNBULL

17A "A Note on Person-Free Item Calibration." JOHN E. MILHOLLAND

18A "Spectrum Analysis in Human Development and Counseling." T. ANTOINETTE RYAN

19A "The Group Biographical Approach to the History of the University." LAWRENCE STONE

20A "The Wages of Relevance: Restructuring Research for a Changing Society." RONALD W. CORWIN
"Alternatives to Compulsory Schooling in America."

21A Comments by IVAN ILLICH

22A Comments by PAUL GOODMAN

23A "Education and Social Change: The Congressional Perspective." WALTER F. MONDALE

. . . . . .

Write to American Educational Research Association, 1126 Sixteenth Street, N.W., Washington, D.C. 20036, for an AERA Cassette Tape Order Form.

NEW TERMS IN THE THESAURUS

The ERIC Thesaurus of descriptors is essential to making a thorough search of the documents stored in the system. Unfortunately, because new terms are added each month, the Thesaurus is out-of-date at the moment it is printed.

As a service to our readers, therefore, we list below ninety new terms added by the twenty clearinghouses since the publication of the CCM Thesaurus in July 1970. The twenty-seven new terms entered by ERIC/TM are identified by an asterisk for the convenience of those whose main concern is with tests and measurement.

These new terms will enable you to make your searches of the ERIC file more accurate and comprehensive, especially if your interests lie with relatively new concerns such as educational accountability.

440 ADULT LITERACY
*520 AFFECTIVE TESTS
(Instruments or scales measuring affective behavior)
210 AIRPORTS
*340 ANALYSIS OF COVARIANCE
080 ARTIFICIAL INTELLIGENCE
(Capability of a device to perform functions normally associated with human intelligence)
260 AUSTRALIAN LITERATURE
300 BALTIC LANGUAGES
370 BRICK INDUSTRY
260 CARICATURES
420 CLASSICAL CONDITIONING
420 CLUSTER COLLEGES
420 CONDITIONING
480 CONFIDENTIALITY
(Responsibility to protect privileged information. Used for Confidential Information Privileged Communication)
410 COUNTY PROGRAMS
380 CRAFTSMEN
*520 CRITERION REFERENCED TESTS
(Used for Criterion Measures, Criterion Tests)
480 EDUCATION VOUCHERS
(Used for Voucher Plans)
040 EDUCATIONAL ACCOUNTABILITY
(Used for Accountability)
170 EIGHT MILLIMETER PROJECTORS
060 EMOTIONAL RESPONSE
260 EPISTLES
040 FEMINISM
(Used for Womens Liberation, Womens Rights)
050 FILM LIBRARIES
(Used for Video Tape Libraries)
080 FLOW CHARTS
*340 GOODNESS OF FIT
260 GOTHIC NOVELS
*190 GRADE EQUIVALENT SCORES
380 GRANDCHILDREN
(Used for Granddaughters, Grandsons)
380 GRANDPARENTS
(Used for Grandfathers, Grandmothers)
260 GREEK LITERATURE
*060 GUESSING (TESTS)
480 HELPING RELATIONSHIP
260 HYMNS
030 IMPRESSIONISM
070 INFANT MORTALITY
(Used for Infant Death Rate)
*310 INTENTIONAL LEARNING
*190 ITEM SAMPLING
(Used for Matrix Sampling)
260 LATIN LITERATURE
(Used for Roman Literature)
300 LATVIAN
*520 LISTENING TESTS
260 LITERARY MOOD
(Used for Literary Atmosphere, Literary Tone)
300 LITHUANIAN
300 LUO
300 MAYAN LANGUAGES
050 MICROFORM READER PRINTERS
(Microform viewing equipment incorporating a print capability)
050 MICROFORM READERS
080 MICROWAVE RELAY SYSTEMS
260 MONOLOGUES
(Used for Interior Monologues)
*340 MULTIPLE REGRESSION ANALYSIS
(Used for Multiple Regression Models)
260 MYSTICISM
*340 NONPARAMETRIC STATISTICS
(Used for Distribution Free Statistics)
*520 NORM REFERENCED TESTS
(Used for Norm Referenced Measures)
*500 NORMS
*340 OBLIQUE ROTATION
300 OJIBWA
(Used for Chippewa)
*340 ORTHOGONAL ROTATION
030 PANTOMIME
(Used for Mime)
260 PARADOX
220 PERFORMANCE CONTRACTS
370 PETROLEUM INDUSTRY
070 PHOTOSYNTHESIS
260 PLATONIC CRITICISM
060 PLAY
(Pleasurable activity carried on for its own sake. Used for Childrens Play, Free Play)
450 POVERTY RESEARCH
*340 PREDICTOR VARIABLES
(Used for Predictors, Predictive Variables, Regressors)
310 PRIMACY EFFECT
(Used for Law of Primacy)
260 PUNS
300 QUICHE
*190 RAW SCORES
(Used for Crude Scores; Gross Scores; Obtained Scores; Original Scores)
030 READERS THEATER
380 RECEPTIONISTS
070 REPRODUCTION (BIOLOGY)
(Used for Procreation)
*060 RESPONSE STYLE (TESTS)
(Used for Response Bias (Tests), Response Set (Tests))
260 RHETORICAL CRITICISM
(Criticism of Rhetorical and Persuasive Discourse)
300 SALISH
260 SCHOLASTICISM
*520 SCHOOL READINESS TESTS
470 SCHOOLS OF EDUCATION
(Used for Colleges of Education)
*190 SCORES
*190 SCORING FORMULAS
(Formulas by which tests, especially objective tests, are scored.)
310 SHIFT STUDIES
(Used for Discrimination Transfer, Extradimensional Shift, Half Reversal Shift, Interdimensional Shift, Nonreversal Shift, Reversal Shift)
060 SOCIAL BEHAVIOR
*340 STANDARD ERROR OF MEASUREMENT
(Used for Standard Error of Scores)
060 STIMULATION
*340 SUPPRESSOR VARIABLES
*180 TEST REVIEWS
*200 TEST WISENESS
(Experience in the taking of Tests. Used for Test Taking Skills, Test Taking Strategy)
*340 TREND ANALYSIS
*190 TRUE SCORES
(Used for True Measure)
300 YUCATEC

NEW DOCUMENT REPRODUCTION SERVICE

At the end of February the contract for ERIC reproduction services was awarded to Leasco Information Products, Inc. This change in contractors will be reflected in reproduction price changes, affecting all documents in the system, which will be announced in the April issue of Research in Education (RIE). The changes of most interest to individual users are as follows:

a) Microfiche ordered individually by title will now cost 65 cents *per title*, no matter how many 'fiche make up the document.

b) Hard copy will now be available full-size, instead of the former 70%. It will also be priced in units of 100 pages, instead of by the individual page as hitherto:

1 – 100	$3.29
101 – 200	$6.58
201 – 300	$9.87

Each additional 1-100 pages, $3.29. These regulations will apply to ordering:

a) All orders must be in writing.

b) Payment must accompany orders under $10.00.

c) There is no handling charge.

d) Book Rate and Library Rate postage is included in the above prices.

e) The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rates will be billed at cost.

There are other changes of interest to institutional users and purchasers of special collections, and we would refer you to the April RIE for full details.

Inquiries concerning the new service may be directed to:

J. Peter Maucher
Manager of Institutional Sales

or

E. Brien Lewis
Manager of Client Services

at

ERIC Document Reproduction Service
P. O. Drawer O
Bethesda, Maryland 20014

(301-657-3316)

SUBMISSION OF DOCUMENTS

Although we solicit documents directly from authors and institutions on many occasions, we welcome and encourage unsolicited contributions at all times.

Two copies of the submitted material and a 200-word (or less) abstract are needed. The copies may be typed or mimeographed, but sharp, clear printing is desirable for adequate photographic processing in the system. The purpose of the abstract is to ensure that the emphases of the document are accurately reflected as you would wish.

Send to:

ERIC/TM
c/o ETS
Rosedale Road
Princeton, N.J. 08540

ERIC/TM NEWS Vol. 1 NO. 1
Published by the ERIC Clearinghouse on Tests, Measurement, and Evaluation
Director: Dr. Henry S. Dyer

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TM NEWS

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SELECTED ERIC/TM INPUT

The following papers and publications in areas of current concern have been entered into the system by ERIC/TM.

A fuller abstract can be found in the appropriate monthly issue of *Research in Education* (RIE) and copies (MF or HC as noted) may be ordered through the ERIC Document Reproduction Service. Please refer to a current issue of RIE for complete ordering information.

Ability Grouping

Findley, Warren G., & Bryan, Miriam M. *Ability Grouping: 1970 – I. Common Practices in the Use of Tests for Grouping Students in Public Schools.*

Reviews the history and various aspects of ability grouping including use at grade levels, in minority groups, criteria for grouping, disadvantages and advantages.

(ED 048 381; MF only, 65 cents)

Findley, Warren G., & Bryan, Miriam M. *Ability Grouping: 1970 – II. The Impact of Ability Grouping on School Achievement, Affective Development, Ethnic Separation and Socioeconomic Separation.*

Discusses effects of ability grouping on academic and social learning, ethnic and social separation, and affective development, and offers conclusions regarding the quality of instructional and learning experiences available in the classroom.

(ED 048 382; MF only, 65 cents)

Findley, Warren G., & Bryan, Miriam M. *Ability Grouping: 1970 – III. The Problems and Utilities Involved in the Use of Tests for Grouping Children with Limited Backgrounds, and Alternative Strategies to Such Grouping.*

Problems in the interpretation of standardized tests used to group children of limited backgrounds, cultural bias in tests, and the misuse of tests are considered. Alternative strategies to homogeneous and heterogeneous ability are presented.

(ED 048 383; MF only, 65 cents)

Findley, Warren G., & Bryan, Miriam M. *Ability Grouping: 1970 – IV. Conclusions and Recommendations.*

Extensive conclusions, based on the preceding reports (ED 048 381 – 048 383), which are generally unfavorable to ability grouping are discussed and recommendations are presented.

(ED 048 384; MF only, 65 cents)

Criterion-Referenced Tests

Livingston, Samuel A. *The Reliability of Criterion-Referenced Measures.*

A theory of reliability for criterion-referenced measures is evolved and a formula which expresses the criterion-referenced reliability coefficient in terms of mean, variance, and norm-referenced reliability coefficient is developed.

(ED 042 802; MF 65 cents; HC $3.29)

Kriewall, Thomas E., & Hirsch, Edward *The Development and Interpretation of Criterion-Referenced Tests.*

A proposal for the use of a strict item-sampling model in the construction of criterion-referenced tests is presented. The model is defined and reviewed and the computer's role in the model is outlined.

(ED 042 815; MF 65 cents; HC $3.29)

Nitko, Anthony J. *Criterion-Referenced Testing in the Context of Instruction.*

Considers criterion-referenced testing in terms of its definition and background, norm-referenced testing, criterion variables, content-standards, its use in instruction and instruction decision-making.

(ED 047 010; MF 65 cents; HC $3.29)

New Directions for CEEB

Report of the Commission on Tests: I. Righting the Balance.

Conclusions of the Commission on Tests regarding the College Board's testing functions in American education, the relevance and use of present tests, the possibilities for change, and recommendations for continued but adjusted use of tests are presented.

(ED 045 703; MF only, 65 cents)

Report of the Commission on Tests: II; Briefs

This volume contains the briefs submitted by individual members for consideration of the full Commission in reviewing College Board tests. These reports, which served as the basis for the recommendations made in the first volume, cover such subjects as educational assessment, civil rights in education, a universal system of testing, and a proposal for self-scored and administered tests.

(ED 045 704; MF only, 65 cents)

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GPO TO PUBLISH PREP REPORTS

The National Center for Educational Communication has arranged to have the PREP (Putting Research into Educational Practice) reports published at the U. S. Government Printing Office, beginning with the May 1971 PREP Report No. 24. Reports may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 for 55 cents a copy. There will be a 25% discount on 100 or more copies to be mailed to the same address. Annual subscriptions will be $6.00 (domestic) and $7.50 (foreign) for 12 reports.

The first 23 PREP reports cannot be purchased through GPO but will be available in microfiche and hard copy through the ERIC Document Reproduction Service, as will the succeeding PREP reports now published by GPO.

The State education agencies through which PREP has been distributed in the past will continue to receive a limited number of PREP Reports and PREP Briefs for reproduction and dissemination.

BOOK ANNOUNCEMENT

The American Council on Education recently announced the publication of the second edition of *Educational Measurement* edited by Robert L. Thorndike. Twenty-three authorities in the field of educational measurement have contributed to this second edition with the assistance of more than 90 collaborators. Present chapters discuss recent developments under three broad headings: Technological Developments and their Reverberations and Implications; Conceptual Developments; and Social and Political Issues Impinging upon the Testing Enterprise.

Cloth-bound copies of the second edition are available at $15.00 from the American Council on Education, One Dupont Circle, Washington, D. C. 20036.

SAT TECHNICAL MANUAL AVAILABLE

The College Entrance Examination Board recently announced the availability of a technical manual for users of College Board Admissions Tests. This basic reference, entitled *The College Board Admissions Testing Program*, provides a technical explanation of the tests' characteristics and their development.

The book was prepared and produced for the Board by the staff of Educational Testing Service and was edited by William H. Angoff. Chapters cover the Scholastic Aptitude Test, the achievement tests, descriptive statistics on candidates, predictive validity of the tests, and special research studies relating to the tests and candidates. The new manual also provides information on the organization, history, and development of the Admissions Testing Program and details concerning the operation and administration of this international testing program. Copies of the cloth-bound book are available at $5.00 each from the College Board Publications Order Office, Box 592, Princeton, N. J. 08540.

ERIC/TM NEWS Vol. 1 No. 2
Published by the ERIC Clearinghouse on Tests, Measurement, and Evaluation
Director: Dr. Henry S. Dyer

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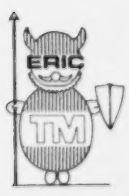

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PRINCETON, NEW JERSEY 08540

TM NEWS

Conducted by Educational Testing Service in Association with Rutgers University Graduate School of Education

ERIC/TM EXHIBITS

ERIC/TM will be represented at three meetings in the early months of 1972.

In February there will be a comprehensive ERIC exhibit at the American Association of School Administrators convention in Atlantic City on the 12th-16th. This will be something of a milestone, since it will be the first occasion on which all components of the ERIC system have been at one location. Exhibiting will be:

CENTRAL ERIC, charged with the overall direction and coordination of the system.

LEASCO SYSTEMS AND RESEARCH CORPORATION, which maintains the Thesaurus and controls the final preparation of documents and copy for the monthly issues of *Research in Education (RIE)*.

CCM INFORMATION CORPORATION, publishers of the *Current Index to Journals in Education (CIJE)* and cumulative indexes to both *CIJE* and *RIE*.

LOCKHEED, developers of the DIALOG system used by the Educational Reference Center in the Office of Education, will have a DIALOG terminal available for demonstrating computer searches of the ERIC Master File.

ERIC CLEARINGHOUSES, responsible for a variety of publications and for the collection, abstracting, and indexing of documents and journals, will be represented by staff members from a number of locations, among them ERIC/TM.

This comprehensive exhibit will offer an unusual opportunity to appreciate the interrelationship between government, industry, and professional educators in many fields which forms the basis for the successful operation of the ERIC system.

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Next, the American Personnel and Guidance Association convention at the Palmer House in Chicago (March 26-30), will see ERIC/TM represented at the Educational Testing Service exhibit in Booths 103-104. There will also be a separate ERIC exhibit staged by the Clearinghouse on Counseling and Personnel Services in Booths 122-123.

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ERIC/TM will then take over Booths 122-123 for the period April 3-6, when the American Educational Research Association/National Council on Measurement in Education joint convention immediately follows the APGA at the same Palmer House location.

BUROS ANNOUNCES NEW PUBLICATIONS

Oscar K. Buros, director of The Institute of Mental Measurements has announced the March 1972 publication of the 7th Mental Measurements Yearbook.

This two-volume work of approximately 2000 pages will include: up-to-date information on over 1000 tests, nearly half of which have not been previously listed in an MMY and 450 tests revised or supplemented since they were last listed; original reviews written by test specialists plus additional test reviews from journals; 12,000 references on the construction, use, and validity of specific tests; an extensive bibliography of over 600 books on testing, along with book reviews excerpted from journals; an up-to-date directory of approximately 250 test publishers; an analytical name index to books and tests; and a classified index to tests and reviews.

The price of the two-volume set is $55.00 (cash orders postpaid) and orders are now being taken by The Gryphon Press, 220 Montgomery Street, Highland Park, New Jersey 08904.

Buros has also indicated that a revised edition of *Tests in Print* is scheduled for publication in late 1972. The revision will attempt to list references for all educational and psychological tests published as separates in the English-speaking world through 1971.

In order to ensure that recently published materials are included in the revised *Tests in Print*, test authors and publishers are urged to submit specimen sets of their new and revised tests if they haven't already done so.

Tests should be sent to The Institute of Mental Measurements at the Highland Park address given above.

ERIC/TM REPORTS

A most important aspect of Clearinghouse operations is an information analysis and dissemination program which provides information beyond that readily available through *Research in Education* and the *Current Index to Journals in Education.*

The available knowledge about a given subject lies buried in hundreds of documents, journal articles and, of course, significant books which do not form part of the ERIC data base. This mass of information is often of little help to the educator seeking a specific answer to a specific problem. He is likely to be not only overwhelmed by the volume of material, but also baffled by the technical nature of much of the discussions. There is an urgent need, therefore, for informed digests on important topics.

The Clearinghouses seek to meet this need by providing papers which synthesize the information contained in many studies of a related nature, which focus on specific problems and techniques. Authors for these papers are chosen for their broad and intimate knowledge of the area concerned and, necessarily, are by no means restricted to the Clearinghouse staff. The resulting concise and readily understandable papers are expected to provide the educational practitioner with usable information directly applicable at his own level of decision making.

ERIC/TM has already issued the four Reports described below; others are in preparation. A limited number of single copies are available free, on request. When stocks are exhausted you may still obtain copies through the usual ERIC Document Reproduction Service (EDRS) channels. The EDRS prices quoted are those prevailing at this time (November 1971), but it is always advisable to consult a recent issue of *Research in Education* for current ordering information.

ERIC/TM INFORMATION ANALYSIS PRODUCTS

1. Jackson, Rex *Developing Criterion-Referenced Tests.*
   Current definitions of the criterion-referenced test are discussed, insufficiencies noted, and a new definition proposed. Some examples of criterion-referenced tests are examined and used to educe some general principles for the development of such tests. Problems and doubts with regard to the development of criterion-referenced tests for complex behavior domains are noted as well as some empirical methods for dealing with item analysis, test reliability, and test validity difficulties.

   (ED 041 052; MF 65 cents; HC $3.29)

2. Test Bias: *A Bibliography.*
   This bibliography, limited to material dealing directly with the question of test bias, lists selected articles, research reports, monographs, books, and reference works. References listed cover the period from 1945 to the present.

   (ED 051 312; MF 65 cents; HC $3.29)

3. Boyd, Joseph L., Jr., Shimberg, Benjamin *Developing Performance Tests for Classroom Evaluation.*
   This document presents a step-by-step guide to developing performance tests, which are considered significant instruments in facilitating the accurate assessment of an individual's overall competency. The discussion begins with identifying the objectives to be measured and the task to be performed and concludes with the preparation of three necessary documents: Instructions to the Administrator, Instructions to the Examinees, and Rating and Scoring Form. The advantages of using performance tests and the factors involved in grading are also presented.

   (ED 052 259; MF 65 cents; HC $3.29)

4. Bryan, Miriam M. *Ability Grouping: Status, Impact, and Alternatives.*
   Ability grouping is considered in terms of its effect upon students' academic achievement and affective development. It is contended that, in superior groups, grouping results in a trend toward improved achievement and reinforces favorable self concepts; in average or low groups, grouping most often produces the reverse effects. Negative effects on ethnic and socioeconomic separation are also presented and the misuse of standardized tests in grouping procedures are fully discussed. In view of the apparent inadequacies of present grouping practices, several alternative strategies are recommended.

   (ED 052 260; MF 65 cents; HC $3.29)

NEW TERMS

"Most welcome"; "- - -hope you'll continue the service"; "- - -can answer inquiries on current issues more easily"; "- - -gratefully acknowledged"; "- - -many useful terms." These were some of the many comments that greeted the publication of our first list of new terms—we were delighted with the response and sincerely thank everyone who took time to write. A second list of over sixty new terms follows. Again, ERIC/TM's terms are starred and range from such esoteric matters as Bayesian Statistics to issues such as Test Bias.

070 ABORTIONS
370 AGRIBUSINESS
(All activities pertaining to manufacturing, processing, servicing, and distributing agricultural supplies and products.)
050 ANIMATION[1]
380 ATHLETIC COACHES
330 AUTOMATIC INDEXING
(Used for Machine Indexing)
300 BASAA
(An African language)
*340 BAYESIAN STATISTICS
060 BEHAVIOR CHAINING
*520 BIOGRAPHICAL INVENTORIES

070 BIONICS
(Science which deals with the transformation of the functions of living systems into electronic, mechanical, or other analogs.)
150 CAREER LADDERS[2]
260 CLICHES
*340 CLUSTER ANALYSIS
*520 CREATIVITY TESTS
(Used for Creative Ability Tests; Creative Thinking Tests; Creativity Measures)
180 CREDIT NO CREDIT GRADING
(Used for Pass No Record Grading; Pass No Credit Grading)
050 DOCUMENTARIES
(Factual film, videotape, or audio recordings of some real event or historic subject.)
140 ECONOMIC EDUCATION
(Used for Economics Curriculum; Economics Instruction; Economics Teaching)
050 EXPOSITIONS
380 FOREIGN NATIONALS
*180 FORMATIVE EVALUATION
(Systematic evaluation during the course of any educational plan or activity for the purpose of improving that activity. Used for Process Evaluation)
140 FOUNDATIONS OF EDUCATION
300 GUARANI
260 HAGIOGRAPHIES
380 HOME HEALTH AIDES[3]
300 HOPI
480 HUMAN GEOGRAPHY
(Used for Cultural Geography; Economic Geography; Historical Geography; Political Geography; Social Geography; Urban Geography)
380 INFORMATION SCIENTISTS
(Persons who observe, measure, and describe the behavior, properties, and flow of information, and through research advance its understanding.)
270 INSTRUCTIONAL SYSTEMS
290 LETTERS (ALPHABET)
330 LIBRARY AUTOMATION[4]
(Used for Library Mechanization)
230 LOCAL GOVERNMENT[5]
170 MAGNETIC TAPE CASSETTES
170 MAGNETIC TAPE CASSETTE RECORDERS
(Used for Cassette Recorders)
330 MANAGEMENT INFORMATION SYSTEMS
(Used for MIS)
300 MANCHU
300 MAURITIAN CREOLE
(Language of Mauritius)
050 MEDIA SELECTION
(Choice of the most appropriate material or channel of communication.)
050 MICROREPRODUCTION
(Production of copy by photographic or other means in sizes too small to be read without magnification. Used for Microfilming; Microphotography)
470 MULTIUNIT SCHOOLS
(Innovative organizational and administrative arrangement featuring nongraded instruction and research units (replacing the age-graded self-contained classroom), an instructional improvement committee, and a system-wide policy committee.)
260 NEOCLASSICISM
(Style of artistic expression based on or felt to be based on the classical style.)
330 ON LINE SYSTEMS
(Computer systems in which peripheral devices, which may include remote terminals, are in direct and continuing communication with the central processor.)
210 OUTDOOR LIGHTING
230 PARLIAMENTARY PROCEDURES
(Rules, precedents, or agreed upon conventions governing the proceedings of deliberative assemblies and other organizations.)
170 PHOTOGRAPHIC EQUIPMENT
190 PRECISION TEACHING
(System of monitoring the daily improvement of students using a standardized chart.)
050 PROGRAMING (BROADCAST)
(Scheduling, planning or construction of programs for broadcast media; the aggregate of programs presented.)
060 RECIDIVISM
510 REPROGRAPHY
(Used for Xerography; Reproduction (Copying); Duplicating; Photocopying; Multilithing)
120 RESERVATIONS (INDIAN)
170 SCREENS (DISPLAYS)
*520 SELF CONCEPT TESTS
(Used for Self Attitude Tests)
300 SISWATI
(Used for Swazi; Isiswati)
050 SPECIAL EFFECTS
(The use of electrical or mechanical devices or of photographic techniques to simulate audio and visual backgrounds.)
020 STATEWIDE PLANNING
(Used for Statewide Coordination)
*340 STATISTICAL BIAS
110 STUDENT CENTERED CURRICULUM
230 STUDENT GOVERNMENT
(Refers to student government on any academic level. Used for Student Council)
080 STUDENT PUBLICATIONS
(Publications written primarily by and for students.)
230 STUDENT RIGHTS
*180 SUMMATIVE EVALUATION
(Evaluation at the conclusion of any educational plan or activity to determine the effectiveness of that activity. Used for Product Evaluation)
*180 TEST BIAS
110 URBAN STUDIES
170 VIDEO EQUIPMENT
(Equipment used in the reproduction, recording, and/or transmission of visual images for television use. Used for Television Equipment)
*190 WEIGHTED SCORES

[1]Now deleted as a UF term to MOTION
[2]Now deleted as a UF term to OCCUPATIONAL MOBILITY
[3]Now deleted as a UF term to COMPANIONS (OCCUPATIONS)
[4]Now deleted as UF terms to AUTOMATION
[5]Now deleted as a UF term to CITY GOVERNMENT

ERIC/TM ADVISORY BOARD

Four members of our Advisory Board retired with the expiration of their terms at the end of June. We welcome in their place Drs. Bhaerman, Eash, Eichorn, and Stoughton.

Dr. Robert Bhaerman
Director, Research Department
American Federation of Teachers

Dr. Maurice Eash
Director, Office of Evaluation Research
University of Illinois

Dr. Dorothy H. Eichorn
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Institute of Human Development
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Metropolitan Applied Research Center

*Term expires June 30, 1972

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Director: Dr. Henry S. Dyer

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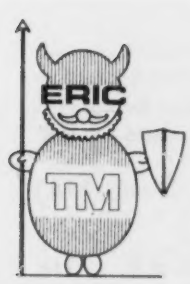

TM NEWS

Conducted by Educational Testing Service in Association with Rutgers University Graduate School of Education

TEST INPUT

ERIC/TM receives frequent inquiries concerning the availability of unpublished tests, most of which are virtually unobtainable. From the time the Clearinghouse began operation, we have asked for permission to put any instruments we receive into the ERIC system. These instruments are frequently appended to project reports, and to ensure maximum indexing coverage each measure is entered separately under its own ED number and cross-referenced to the parent document.

Thus, in the following list, for those instruments which are contained within another document, a brief statement is provided about the parent document. A fuller description can be found under the appropriate ED number in the abstract which appeared in *Research in Education.*

For convenient reference, the measures are classified under broad main categories such as "Attitude and Behavior."

Ordering information appears elsewhere in this newsletter.

* * * * * *

Attitude and Behavior

Adair, C. H., & Allen, R. F. *Student Attitude Toward Information Retrieval.*

An individually administered rating scale designed to evaluate teacher trainee attitudes toward an information retrieval system. The instrument is directed toward seeking responses that measure reactions to the cognitive interest and motivational nature of the information retrieval system.

(ED 045 714. Part of ED 045 712, see below.)

Adair, C. H., & Allen, R. F. *Student Attitude Toward Instructional Games.*

An individually administered rating scale designed to evaluate teacher trainee attitudes toward a social simulation game of didactic teaching entitled "Explanation." A major goal of the scale is to seek responses that measure reactions to the cognitive interest and motivational nature of the learning game.

(ED 045 713. Part of ED 045 712, see below.)

ED 045 712

Adair, C. H., & Others. *Two Simulated Inquiry Environments: A Social Simulation Game and a CAI - Based Information Retrieval System.*

A report on the behavior of undergraduate teacher trainees who experience two inquiry techniques.

(MF and HC; 78 p.)

Barker, L. W., & Mink, O. G. *The Mink Scale.*

This scale, to be completed by school officials, is designed to aid in identifying dropout-prone students. It can be used with upper elementary or junior high school students. Scale items include: academic ability and performance, negative identification with education, family and socioeconomic status, and personal data.

(ED 044 444. Part of ED 044 431, see below.)

ED 044 431

Barker, L. W., & Mink, O. G. *The Mink Scale.*

The pilot study for the Mink Scale and the instrument's development are considered.

(MF and HC; 12 p.)

Curran, R. L., & Gordon, I. J. *Florida Education Opionnaire.*

This instrument was designed to determine the belief system of American educators. It consists of statements of educational objectives and techniques to which the subject responds. The subject's bias toward one of two educational doctrines, cooperative democracy or competitive democracy, is revealed by his total score.

(ED 045 719. Part of ED 045 718, see below.)

ED 045 718

Curran, R. L., & Gordon, I. J. *Philosophies of Educators in Twelve Florida School Systems.*

Presents results from the administration of the questionnaire to school system personnel in twelve Florida counties and to University of Florida students.

(MF and HC; 40 p.)

(Attitude and Behavior cont.)

Kerpelman, L. C., & Weiner, M. J. *Activity Scale.*

A 24-item scale designed to assess students' actual and desired political-social activism in terms of physical participation, communication activities, and information-gathering activities.

(ED 042 821; MF and HC; 4 p.)

Marsh, L. A. *Marsh Self-Report Social and Demographic Questionnaire, Form 69-70.*

An inventory to be administered to incoming college freshmen concerning their background, opinions, beliefs, attitudes, and feelings about themselves; social, moral and religious practices and problems, and aspects of their college.

(ED 048 326; MF and HC; 26 p.)

McCahon, D., & Others. *Reactionnaire*

Questionnaire designed to elicit responses from teacher corps trainers regarding group atmosphere, relationships, interactions, activities, and progress during each separate session attended by each group.

(ED 047 019. Part of ED 047 001, see *Instructional Consultant Checklist* under "Educational Programs" for reference to parent document.)

Smith, J. E., & Others. *Dropout Scale.*

This easily administered and scored 34-item rating scale is designed to identify dropout-prone high school students, particularly Appalachian adolescents. It is self-rating for all students who can read at or above the fifth grade level.

(ED 044 443. Part of ED 044 442, see below.)

ED 044 442

Smith, J. E., & Others. *The Prediction of School Dropouts in Appalachia -- Validation of a Dropout Scale.*

Discusses the development, administration, and validation of a self-rating scale, and the construction of a revised scale.

(MF and HC; 15 p.)

- - -, *Behavior Rating Scale.*

Measures behavioral skills by observing a child during the administration of other tests.

(ED 043 685. Available in ED 043 684, see *Gross Motor Observation* under "Sensory Motor" for reference to parent document.)

Educational Programs

McCahon, D., & Others. *Instructional Consultant Checklist.*

Designed to aid in evaluating the Pittsburgh Teacher Corps Pre-Service Program by assessing whether predetermined behavioral goals had been attained. Objectives in the areas of teaching skills, attitudes, and community involvement are rated.

(ED 047 018. Part of ED 047 001, see below.)

ED 047 001

McCahon, D., & Others. *Evaluation of Pittsburgh Teacher Corps Pre-Service Program -- Fourth Cycle.*

An evaluative presentation of the background, programs, intern selection procedures, and responsibilities of the Pittsburgh Teacher Corps Program.

(MF and HC; 56 p.)

- - -, *Tests of Oral English Production.*

This is an individually administered test designed to evaluate programs that teach English as a second language, specifically the Southwestern Cooperative Educational Laboratory's (SWCEL) Oral Language Program for children in primary grades.

(ED 042 793; MF only; 55 p.)

Sensory Motor

Arnett, C., & Thompson, M. M. *Perceptual-Motor and Motor Performance Test Batteries Developed for Pre-School Through Grade Six Children.*

Four profiles developed from selected test items measuring components of perceptual-motor and motor performance are presented. Test items, directions for administration and scoring, and scoring forms are included.

(ED 049 303; MF and HC; 59 p.)

- - -, *Gross Motor Observation.*

This test, requiring individual administration, measures motor skills in preschool children.

(ED 043 687. Part of ED 043 684, see below.)

- - -, *Three Dimensional Auditory Discrimination Test.*

This test, requiring individual administration, is designed to measure the preschool child's auditory skills.

(ED 043 686. Part of ED 043 684, see below.)

ED 043 684

- - -, *Early Educational Screening Test Battery of Basic Skills Development: A Study of Test Selection.*

Discusses a screening battery of tests selected from the complete battery used in USOE Prekindergarten-Kindergarten research, and three which were locally developed.

(MF and HC; 24 p.)

Teacher Evaluation

Hook, J. N., & Others. *Illinois Self-Rating Scale for Student English Teachers (Beginning and Experienced).*

Seven forms available for the rating of student, beginning, and experienced teachers, permitting both self-evaluation and evaluation by a critic teacher, supervisor, and/or administrator. (ED 049 300; MF and HC; 27 p.)

Klein, A. E. *Teachers' Practices Questionnaire and Scale Designation of Items, Appendix A.*

This 40-item instrument is designed to measure teachers' subjective role expectations. Ten problem situations typical of those which are encountered in the classroom are given and each situation is followed by four alternative courses of action, representing four different roles. Means, standard deviations, reliabilities, and intercorrelations of the four role submeasures are also presented.

(ED 045 737. Part of ED 045 711, see below.)

ED 045 711

Klein, A. E. *The Teachers' Practices Questionnaire: A Factor Analytic Cross-Validation and Subsequent Revisions.*

A final version of the TPQ is included along with a factor analysis.

(MF and HC; 20 p.)

ORDERING ERIC DOCUMENTS

With the exception noted below, ERIC documents mentioned in this newsletter must be ordered from:

ERIC Document Reproduction Service
P. O. Drawer O
Bethesda, Maryland 20014

Prices are as follows:

MF (Microfiche)	65 cents per title	(no page limit)
HC (Full size copy)	3.29	1-100 pages
	6.58	101-200 pages

Each additional 1-100 pages, $3.29. These regulations apply to ordering:

a) All orders must be in writing.
b) Title and ED number must be given (for tests, use the ED number for parent document only if there is one).
c) Payment must accompany orders under $10.
d) There is no handling charge.
e) Book Rate and Library Rate postage is included in the above prices.
f) The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rates will be billed at cost.

As these prices are subject to change, it is always advisable to check the most recent issue of *Research in Education* for current pricing information.

The exception to this ordering procedure concerns those ERIC/TM information analysis products which are accompanied by a statement that a limited distribution of single copies, free on request, is being made until stocks are exhausted. These products will, of course, always be available through the Reproduction Service.

HEAD START TEST COLLECTION

A Head Start Test Collection has been established at Educational Testing Service to provide information about assessment instruments for those engaged in research or project direction involving young children.

This new service utilizes the facilities of three existing organizations: the ERIC Clearinghouse on Tests, Measurement, and Evaluation conducted by ETS in association with Rutgers University Graduate School of Education; the ERIC Clearinghouse on Early Childhood Education sponsored by the College of Education at the University of Illinois; and the ETS Test Collection. The project is funded by the Office of Child Development of the U.S. Department of Health, Education, and Welfare.

The Head Start Test Collection will maintain an extensive file on both published and unpublished instruments suitable for use in early childhood education projects. Qualified persons working in this area will have on-site access to these files, or may direct specific problems to the Collection by mail or telephone.

Periodically, the project will develop publications relating to tests and their use and interpretations at the early childhood level. Most of these publications will be in the form of selected bibliographies, critical reviews, and state-of-the-art papers. In addition, notification of new acquisitions will be provided in a special section of the ETS Test Collection Bulletin, a quarterly publication.

Requests for further information about the Head Start Test Collection, or for inclusion on the project's mailing list should be directed to: Head Start Test Collection, Educational Testing Service, Princeton, New Jersey 08540. Please do not direct inquiries to the ERIC/TM Clearinghouse.

NEW MAGAZINE ANNOUNCED

A new monthly magazine, *Learning Today*, will begin publication in January 1972. It will be devoted exclusively to disseminating research and development results to classroom teachers, principals, superintendents, and staff members of local school districts, as well as the faculty and students of teacher education colleges. Feature-length articles by educational researchers on their current and completed projects; surveys of research findings in special subject areas; and shorter pieces on research and development reports which cover a wide variety of educational topics will be included.

The editors of *Learning Today* wish to cooperate with the Office of Education, and particularly with the ERIC Clearinghouses, Regional Educational Laboratories, and Research and Development Centers in identifying research findings of greatest significance at the working level. It is felt that *Learning Today* will be an effective means of disseminating the results of Office of Education sponsored studies, as well as other research findings, to potential users at no cost to the government.

The National Center for Educational Communication plans to work closely with the staff of *Learning Today*, and ERIC/TM, along with the other clearinghouses, will cooperate by evaluating our monthly input of research reports and selecting several that would be of interest to educators. Clearinghouse staff will also have the opportunity to contribute major articles to the magazine. This close liaison with *Learning Today* will allow us to broaden the base of our coverage to the educational practitioner in the classroom.

NEW CEEB SERVICE FOR STUDENTS

A new questionnaire has been added to the College Entrance Examination Board's Admissions Testing Program. The Student Descriptive Questionnaire (SDQ), an instrument of 108 items designed to provide the student with information about his prospects for success at the institutions to which he applies, will be added to the regular Admissions Testing Program in the Fall of 1971.

There are about 20 different kinds of questions in the questionnaire dealing with the student's previous educational experience, high school performance, extracurricular interests and achievements, interests and plans, family financial resources, kind of assistance the student anticipates he will need, etc. The information the student supplies forms the basis for a report to him, another to his secondary school, and a third to the college or colleges to which he is applying for admission. These reports summarize some or all of his College Board Test scores and the information supplied on the questionnaire.

The SDQ is intended to provide the student with information, beyond that which he supplies, about certain prospects for him at the institutions of his preliminary choice.

ERIC MASTER TAPES NOW AVAILABLE

The Educational Resources Information Center (ERIC) master data base is now available in machine-readable form on magnetic tape from LEASCO Systems and Research Corporation, by special authorization of the U. S. Office of Education.

The ERIC data base provides complete coverage of the latest literature of significance in the field of education. Extending from 1966 to date, the data base may be kept current via quarterly additions that will be made available to update your local file.

The ERIC Master Tapes are prepared in IBM 360 OS formats for either direct utilization on your computer or for conversion to special formats. Each tape shipment includes a description of the record layout and other technical characteristics of the file, including all information necessary for its use: tape labels, field identifiers, ERIC character set, hexadecimal and binary data, record and block sizes, etc. These tapes, once accessible by your computer, will allow you to store, search, sort, coordinate, retrieve, and otherwise manipulate references to the latest research in the field of education.

For specific details, or a booklet containing more information, call 301-656-9723, or write:

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Director: Dr. Henry S. Dyer

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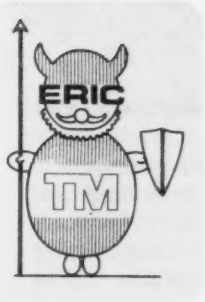

TM NEWS

Conducted by Educational Testing Service in Association with Rutgers University Graduate School of Education

ERIC/TM DIRECTOR RETIRES

Henry S. Dyer, Director of the ERIC Clearinghouse on Tests, Measurement, and Evaluation and a vice president of Educational Testing Service, retired in January of this year.

Widely known as an "educational statesman and spokesman," Henry Dyer has been involved in numerous educational activities including statewide assessment and evaluation, and educational accountability.

Dr. Dyer will remain at ETS through June 1972 as a senior advisor, but he has relinquished his vice presidency and his position as Director of ERIC/TM. Dr. S. Donald Melville, Executive Director of Advisory and Instructional Programs at ETS, was appointed Director effective January 1. Dr. Melville has been Associate Director of the clearinghouse since it was established in May 1970.

STATEWIDE TESTING PROGRAMS

A recent broad survey of state assessment programs, the first of its kind, found that many states still rely on traditional "three R" testing programs to measure the quality of education offered in elementary and secondary school classrooms. Few attempt to gauge to what degree the schools are affecting such significant aspects of human life as self concept, understanding of others, responsible citizenship, or students' attitudes towards their schools. However, plans for more comprehensive assessment are either under way or envisioned in almost every state.

The survey which sought information on all ongoing or planned programs in the fifty states and the District of Columbia, was carried out by Educational Testing Service (ETS) in collaboration with the Education Commission of the States and this ERIC Clearinghouse on Tests, Measurement, and evaluation.

Direction of the survey was in the hands of Reginald A. Corder of ETS' Western Office in Berkeley, California, and the interviews with state legislators, state government officials, and educators were conducted by ETS staff members throughout the country.

Although assessment programs differ in design and technique from state to state, there are common elements among most of them. For example, the concept of accountability—the most effective use of tax money to achieve educational goals—is a basic part of many plans.

The survey findings are reported in *State Educational Assessment Programs*, which describes each assessment plan and includes information on the initiating agency, the funding source, administrative and coordinating responsibilities, the extent of laymen's participation, the types of instruments employed, and the use of the data obtained.

State Educational Assessment Programs is available from Educational Testing Service, Princeton, New Jersey 08540, at $4.00 a copy. It is also available from the ERIC Document Reproduction Service (TM 000 944–ED number not yet available; MF and HC, 83 p.)

In addition to this survey, a number of other reports on statewide assessment have been input by ERIC/TM. These documents are listed under *Selected ERIC/TM Input* elsewhere in this issue.

The indexing term for materials on this topic is STATE SURVEYS, a descriptor that was already established in the thesaurus before the current usage of "Statewide Assessment." Searches of the system for additional information should, therefore, be made under STATE SURVEYS.

CENTER FOR STATEWIDE ASSESSMENT PLANNED

Taxpayers are becoming increasingly concerned about "value for money"; they are asking for positive indications of how well the schools are performing for the tax monies expended. It is not surprising, therefore, that the survey described above found accountability to be part of many state plans.

A step toward answering many of the questions and problems has been taken with the announcement of a grant by the Ford Foundation of $25,000 to Educational Testing Service to assist in the establishment of a Center for Statewide Educational Assessment.

The center will study such issues as the lack of trained assessment staff, appropriate techniques, and adequate interstate communication between assessment experts. Other activities will include the organization of staff training programs, the dissemination of information on the theory and practice of state educational assessment programs, and the provision of consultants to state government.

Nine interested states will be cooperating with ETS in the work of the center, and it is anticipated that eventually models for assessment programs will be developed that are tailored to the needs and conditions of individual states.

SELECTED ERIC/TM INPUT

State wide Assessment

Campbell, P.B., & Beers, J.S. *Educational Quality Assessment Phase II Findings: The Pennsylvania Plan.*

Discusses The Pennsylvania Plan, a statewide educational quality assessment program. Particular attention is given to three phases of the plan involving the establishment of a working evaluation plan and the development of instruments and procedures; the assessment of student performance and the validation of instruments used; and the analysis and reporting procedures to be used in stating results.

(ED 051 290; MF and HC; 10 p.)

Campbell, P.B., & Others. *The Pennsylvania Questionnaire.*

This questionnaire combines in one document elementary and secondary attitudinal items which are intended to measure six of the ten goals of quality education for the state.

(ED 051 267; MF only; 32 p.)

Toole, P. F., & Others. *Educational Quality Assessment Phase II Findings: Reliability and Validity.*

This document is concerned with the adequacy of the educational quality assessment instruments. An overall discussion of reliability—content, criterion related, and construct—is presented. Empirical studies of validity are described.

(ED 051 294; MF and HC; 14 p.)

Hertzog, J.F., & Others. *School Information Form.*

The School Information Form was developed to provide data for assessment of educational quality in Pennsylvania schools. The form is designed to be completed by a school representative or staff member at the sample school and provides descriptive information on the school system.

(ED 051 292; Part of ED 051 291, see below.)

Hertzog, J.F., & Others. *Teacher Questionnaire.*

The Teacher Questionnaire is to be completed by at least three teachers in the sample schools and provides biographical information and teachers' attitudes toward teaching, their school, and new educational practices.

(ED 051 293; Part of ED 051 291, see below.)

Hertzog, J.F., & Others. *Educational Quality Assessment Phase II Findings: Phase II Procedures.*

Procedures for implementing the Pennsylvania Plan are detailed, and the method of achieving representative sampling is described. Means for collecting school and teacher information are given and the administration of tests and questionnaires is explained. This document contains the School Information Form and the Teacher Questionnaire.

(ED 051 291; MF and HC; 26 p.)

Kurth, R.W. *A Report on the Florida Educational Needs Study, 1968-1970.*

This paper is a report on an effort to place needs assessment on a substantive and responsible basis. Three basic strategies were utilized to produce five types of different but complementary information on educational needs in Florida: A description of the status of learners in seven broad behavioral areas; a statement of critical needs in these areas; a description of the population characteristics most highly correlated with each identified need; an evaluation of the effect which certain selected system inputs have on each need; and an analysis of the opinions which certain "educationally-relevant" subpopulations hold regarding education.

(ED 050 150; MF and HC; 14 p.)

Helper, J.W. *Assessing Educational Outcomes in Colorado.*

The procedures and results of a pilot program in a statewide assessment of learning in Colorado are presented. Objectives related to general goals, developing test items, sampling items and students by multi-matrix techniques, and analysis of resultant data are fully described.

(ED 050 135; MF and HC; 128 p.)

- - -, *California State Testing Program 1968-69; An Analysis of Reading Test Scores and Other School Factors.*

This document discusses the reading test scores for pupils throughout the state and provides detailed information on many of the contrasting conditions in which pupils are learning to read. Indices on family poverty, minority enrollment, tax rates, pupil-teacher ratios, etc. are provided for each school district, and test scores for reading and academic aptitude are placed in a meaningful context. The report is seen as a factor contributing to the strengthening of California's public school system.

(ED 050 134; MF and HC; 340 p.)

Testing of the Disadvantaged

Flynn, T.M. *Convergent-Discriminant Validation of Behavorial Ratings.*

The Pre-Kindergarten Scale was completed by teachers and teacher aids to ascertain the effect of a preschool program on the behavior of migrant children. A sample of the ratings, subjected to a principal components factor analysis provided four factors: cognitive skills; self control; relationship with achievement model; and dependency. Findings support the overall validity of the four traits and have implications for future analysis of traits obtained from behavioral ratings.

(ED 049 282; MF and HC; 12 p.)

Grimmett, S.A. *Situational Tests for Evaluation of Intervention Programs: A Position.*

The advantages of situational tests are noted and it is suggested that such tests are necessary for more adequate representation of the effects of intervention programs on disadvantaged youth with lower verbal abilities and interpretation difficulties.

(ED 049 308; MF and HC; 29 p.)

Nelsen, E.A., & Johnson, N.C. *Attitude Changes on the College Student Questionnaires: A Study of Students Enrolled in Predominantly Black Colleges and Universities.*

Results of the College Student Questionnaire, administered to students upon entrance to college, and readministered upon completion of one year of college, are discussed in detail.

(ED 049 296; MF and HC; 33 p.)

Turnbull, W.W. *Meeting the Measurement Needs of Education.*

Several measurement needs in education are discussed. An interlocking, coordinated program involving guidance, testing, admissions, financial aid, curriculum and research is proposed as a comprehensive and relevant measurement requirement for poor and minority group children.

(ED 049 309; MF and HC; 17 p.)

Walker, W. *Walker Readiness Test for Disadvantaged School Children; Forms A and B.*

This instrument assesses school readiness in preschool disadvantaged children. Two forms, A and B, are available and it is recommended that one be used as a diagnostic pretest and the other as a progress measure. The test is an individually administered, non-verbal, untimed but paced instrument which tests the child's ability to recognize similarities, differences, the cardinal number of a set, and missing parts. Questions are given in English, French, and Spanish.

(ED 045 736; MF and HC; 28 p.)

Tests

Davis, J.A. *Student Nomination Form.*

The purpose of this form was to provide a means for determining faculty characterizations and ratings of students. A list of students was given to each faculty member to ascertain the ones with whom they were acquainted and to obtain their views as to these students' leadership potential, intellectual growth, graduate study potential, personal and social growth, and desirable student characteristics.

(ED 050 132; Part of ED 050 131, see below.)

Davis, J.A. *Faculty Perceptions of Students: Characteristics of Students for Whom There is Faculty Agreement on Desirability, Part VI.*

This final report in the Faculty Perception of Students series, (ED 050 126 - 050 130) is concerned with the examination of college students defined as desirable by a consensus of the faculty.

(ED 050 131; MF and HC; 67 p.)

Edwards, D.W. *The Development of a Questionnaire Method of Measuring Exploration Preferences.*

The development of the questionnaire from a multimethod battery is described. Items are grouped into four categories: self, classes, adults, and jobs. Results of different studies indicate that the questionnaire has high discriminating power among individuals in suburban schools, but less so in urban schools.

(ED 051 285; MF and HC; 9 p.)

Strickland, G. *Development of a School Attitude Questionnaire for Young Children. Appendices.*

These appendices to ED 043 919 contain the test instrument, the Attitude to School Questionnaire (ASQ), which is designed to measure first graders' attitudes toward school. ASQ is a group-administered, paper and pencil, nonverbal, paced test.

(ED 051 260; MF only; 129 p.)

NEW TERMS IN THE THESAURUS

140 ADMINISTRATOR EDUCATION
(Used for Administrator Training; Administrator Preparation.)

140 CAREER EDUCATION
(A comprehensive educational program that focuses on individual career development, beginning with grade 1 or earlier and continuing through the adult years.)

420 DESENSITIZATION
(Planned exposure to anxiety producing stimuli in order to reduce illogical fears.)

020 DRESS CODES
(School regulations governing dress and appearance including clothing, beards, hair, and cleanliness.)

230 DUE PROCESS
(A course of proceedings established in the law for the enforcement and protection of private rights. Used for Procedural Due Process.)

050 HOLOGRAPHY
(A technique for producing three-dimensional images by wavefront reconstruction.)

310 LEARNING MODALITIES
(Refers to the sense modality used by the learner when instruction is presented in different sensory stimulus modes.)

(New Terms continued)

500 METRIC SYSTEM

230 POLITICS
(Activities concerned with guiding or influencing governmental policy, including winning and holding control over a governing body. NOTE: Coordinate with other terms for the concept Politics of Education.)

380 RECREATIONISTS
(Persons taking or seeking recreation.)

460 RECYCLING
(Processing and reuse of materials instead of discarding them as waste.)

230 SEARCH AND SEIZURE

050 VIDEO CASSETTE SYSTEMS
(Any one of a number of methods of storing television programs in cassette or cartridge form to be replayed at a later time through a conventional television set. Used for Video Cartridges; Electronic Video Recording; EVR;EBR)

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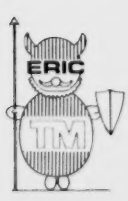

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TM NEWS

Conducted by Educational Testing Service in Association with Rutgers University Graduate School of Education

NEW PUBLICATION REVIEWS FACULTY EVALUATION

The ERIC Clearinghouse on Higher Education recently issued the thirteenth in a series of reports on various aspects of higher education. *The Faculty as Teachers: A Perspective on Evaluation* by J. Marvin Cook and Richard F. Neville, examines the problem of measuring and evaluating teacher performance. The paper draws not only on documents contained in the ERIC collection, but also on significant material available elsewhere, and includes an extensive selected bibliography. Major sections consider direct and indirect measurement techniques, current evaluation methods used in colleges and universities throughout the country, and recommendations for specific models to evaluate teacher effectiveness. *The Faculty as Teachers: A Perspective on Evaluation* (ED 054 392; 17 p.) is available in MF and HC from EDRS. See ordering information elsewhere in this issue.

THEMATIC SUMMARIES OF 1971 AERA PAPERS PUBLISHED BY ERIC/TM

Because of an interest in thematic summaries of AERA papers on the part of a large segment of ERIC/TM users, a series of five papers, based on the AERA materials processed by our clearinghouse, have been produced. Single copies of the following papers are available from ERIC/TM on request:

1971 AERA Conference Summaries

I. *Evaluation: The State of the Art* by Paul B. Campbell and Joan S. Beers

II. *Criterion Referenced Measurement* by Frederick B. Davis

III. *Educational Statistics* by Douglas A. Penfield

IV. *Test Development, Interpretation, and Use* by Robert Ebel

V. *Innovations in Measurement* by Frances Swineford

THE SCIENCE FOLIO

In 1956 the Cooperative Test Division of Educational Testing Service published *Questions and Problems in Science*, otherwise known as the *Science Folio*.

Recently the *Folio* was reviewed in the *Handbook of Formative and Summative Evaluation of Student Learning*.* The authors had this to say:

"True to its title, this book is essentially a large collection of test items in the biological and physical sciences. The several thousand items are grouped according to their subject-matter content, and, using the subcategory numbers of the cognitive domain of the *Taxonomy of Educational Objectives*, the objective being tested is indicated for each item. The items were designed primarily for use in introductory college science courses in the mid-1950s, but many are suitable, with perhaps some changes, for today's high school courses. Altogether, this book offers a fairly expensive way (about $30) to acquire a pool of interesting test items."

Assembled by Drs. Paul L. Dressel and Clarence H. Nelson from items contributed by many institutions of higher learning, the *Folio* was intended to aid college instructors in constructing tests that would adequately reflect local course content and objectives, an aim not always attainable with the generally available standardized tests.

The appearance in 1971 of the comments reproduced above created a problem: anyone interested in obtaining a copy of the *Folio* would be disappointed; it had long been out of print. Fortunately, ERIC/TM was able to secure a copy and obtain permission to make it available through the ERIC system.

When first published, the *Folio* cost $25.00. Today, a full-size copy, all 850 pages, costs only $29.61, or, in microfiche, 65 cents. (ED 054 231)

Either looks quite a bargain.

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*Bloom, B. S., Hastings, J. T., & Madaus, G. F. New York, N. Y.: McGraw Hill, 1971. P. 636

COMPREHENSIVE ACHIEVEMENT MONITORING

The originators of Comprehensive Achievement Monitoring (CAM) suggest that one of the primary objections to the methodology of earlier educational evaluation was its narrowness. Many project evaluations consisted of unsystematic interviews with teachers and students and a posttest of student achievement using standardized test batteries. CAM, however, utilizes matrix sampling in conjunction with criterion referenced test items, and is one of the very few systems that take this approach to obtain comprehensive measures of school achievements.

Achievement on every objective of a course is measured at frequent test administrations throughout the course. Performance on objectives not yet taught is pretested, performance on objectives just taught is immediately posttested, and performance on objectives taught earlier in the course is measured for retention. Feedback is provided to teacher and student at regular intervals, thus facilitating adjustments in instruction and study which would not have been recognized as needed until much later. The emphasis is on defining course objectives in a detailed fashion and monitoring the students' achievement on these objectives longitudinally.

CAM is a wide reaching, multi-purpose innovation. The documents which follow ("Selected ERIC/TM Input") indicate that, in addition to its achievement monitoring capacity, CAM furnishes information concerning study patterns, pacing and sequencing instruction, achievement profiles, teacher effectiveness, improving the quality of education, project evaluations, and course evaluations.

SELECTED ERIC/TM INPUT

Comprehensive Achievement Monitoring (CAM)

Allen, D. W., & Gorth, W. P. *The Development of Randomized Achievement Monitoring, Third Annual Report.*

CAM is discussed in relation to new computer programs and techniques, created out of the character and needs of CAM. Attitudes of students and teachers toward CAM are presented and the report concludes with a brief review of steps being taken to secure demonstrations of the CAM technique in a variety of situations.

(ED 042 795; MF and HC; 26 p.)

Gorth, W. P., & Wightman, L. E. *CAM Described for State Level Evaluation of Urban Education Projects.*

The CAM model for project evaluation is compared with the usual classroom testing and pretest-posttest approaches, which are described and examined in detail with respect to their advantages and limitations. Three alternative methods for implementation of CAM by a state education agency are also examined.

(ED 042 799; MF and HC; 62 p.)

Gorth, W. P., & Others. *Improving Educational Quality through Comprehensive Achievement Monitoring: A Proposal for a State-Wide Demonstration.*

A thorough explanation of CAM is provided along with a comparison of three evaluation models and a discussion of evaluation issues. Seven major components of a two-stage plan for implementation of the CAM technique into selected school districts are outlined, and a proposed budget for planning and demonstration stages is included.

(ED 042 797; MF and HC; 62 p.)

Pinsky, P. D., & Gorth, W. P. *Descriptive Analysis of HS420: Eleventh Grade Algebra, First Semester.*

Discusses the analysis of data gathered by the CAM system on an algebra course. Results indicated that equivalent scores were yielded by either random or chronological arrangement of the test items on the monitor forms and that cognitive ability tests were generally poor predictors of achievement.

(ED 042 794; MF and HC; 22 p.)

Pinsky, P. D. *Feedback Information in the Comprehensive Monitoring of Educational Achievement.*

Discusses the design and analysis of feeding back information about achievement test results to teachers and students in a high school classroom. Types of feedback considered pertain to individual students, homogeneous groups of students, and curriculum evaluation.

(ED 047 014; MF and HC; 20 p.)

Pinsky, P., & Gorth, W. P. *Descriptive Analysis of KA442: One-Semester, Eleventh and Twelfth Grade Trigonometry.*

Presents an analysis of data by CAM pertaining to the cited trigonometry course and reports results similar to those obtained in ED 042 794 described next.

(ED 042 796; MF and HC; 19 p.)

Criterion Referenced Tests and Testing

Blumenfeld, G. J., & Others. *Effect of Criterion-Referenced Testing Upon the Use of Remedial Exam Opportunities.*

A study was conducted on an instructional program for undergraduate students which included initial and remedial examinations. Results indicated a positive effect of criterion-referenced testing programs and remedial opportunities, used concurrently, on student utilization and achievement.

(ED 049 310; MF and HC; 10 p.)

Davis, F. B. *Criterion-Referenced Tests.*

Criterion-referenced tests are discussed in relation to test scores, designation of tests and test scores as either criterion-referenced or norm-referenced, diagnostic tests, individualized instruction, predictive ability in testing, and actual test construction.

(ED 050 154; MF and HC; 11 p.)

Fischbach, T. J. *Study of Relationships of Reading Mastery Level to General Reading Achievement to Validate Diagnostic Reading Tests.*

This study at six grade levels of the validity of the word attack skills tests of the Wisconsin Design for Reading Skill Development investigates their relationship to several noted reading achievement tests. The notion that reading mastery scores derived from the diagnostic tests should be positively related to the achievement scores is supported by data.

(ED 049 285; MF and HC; 24 p.)

Hse, T.C. *Empirical Data on Criterion-Referenced Tests.*

A good criterion-referenced test item is defined, and the difference in proportions of correct responses in mastery and non-mastery groups and the phi coefficient are proposed as discrimination indices for these test items. When empirically compared with point biserial correlation of items and test scores in three different situations, the two indices correlated highly in most cases.

(ED 050 139; MF and HC; 17 p.)

Nitko, A. J. *A Model for Criterion-Referenced Tests Based on Use.*

The nature and purpose of criterion-referenced testing is discussed in light of test design procedures. Test construction, the usage of test results, appropriate measurement models, and cautions in the use of traditional procedures are also presented.

(ED 049 318; MF and HC; 17 p.)

Roudabush, G.E., & Green, D.R. *Some Reliability Problems in a Criterion-Referenced Test.*

The development of a criterion-referenced test, the Prescriptive Mathematics Inventory, is discussed. The test was developed to measure 400 stated objectives within the mathematics curriculum nominally taught in grades 4 through 8. Reliability problems in the test, which lead to the use of a unique answer grid for the recording of answers, are also presented.

(ED 050 144; MF and HC; 13 p.)

Test Evaluation and Review

Hoepfner, R., & Others. *CSE Elementary School Test Evaluation.*

This is a comprehensive listing of tests, keyed to educational objectives of elementary school education. Measurement experts and educators evaluated these tests by four main criteria: measurement validity; examinee appropriateness; administrative usability; and normed technical excellence. Indexes of goals, tests, test publishers, and test distributors are included.

(ED 044 446; MF and HC; 138 p.)

Weiss, D. *Test Reviewing: Problems and Prospects.*

A presentation of a study conducted by the Inter-Association Council on Test Reviewing to ascertain the nature and availability of existing test reviews, and of current reviewing procedures. Several conclusions were reached, among them, that more and improved test reviews that are comparative, comprehensive, integrative and topical in nature, and designed for specific purposes are needed.

(ED 044 439; MF and HC; 53 p.)

The Belmont Project

- - -, *Draft: Joint Federal/State Task Force on Evaluation Comprehensive Evaluation System--Current Status and Development Requirements.*

This report covers Phase II of the Joint Federal/State Task Force on Evaluation (the Belmont Group) project, which is currently developing a Joint Comprehensive Evaluation System (JCES) for the federally funded programs under specific federal acts. It is planned that JCES will replace the multiplicity of evaluation systems under the separate existing programs. This report emphasizes a systems analytic viewpoint in covering the project.

(ED 042 817; MF and HC; 170 p.)

(The Belmont Project cont.)

- - -, *Draft: Appendices for Joint Federal/State Task Force on Evaluation Comprehensive Evaluation System--Current Status and Development Requirements*.

These appendices to the previous document (ED 042 817) include a copy of the Belmont Agreement, a listing of the twenty states in the Belmont Group, a detailed summary of legislature titles covered by JCES, and further consideration of the evaluation questions discussed in the main report.

(ED 042 818; MF and HC; 62 p.)

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PUBLICATION DELAYED

An announcement appeared in TM News (Volume 1, No. 4) concerning the projected publication of a new magazine, *Learning Today*, that would report on the results of current educational research.

The publishers, Capitol Publications, have advised us that their plans for the magazine are being reviewed and the first issue did not appear, therefore, in January as expected.

Some of the material intended for *Learning Today* has already appeared, however, in *Education Daily* and *Report on Education Research*, two of the six news services offered by Capitol. Further details on these services are available from them at Suite G-12, 2430 Pennsylvania Avenue, N.W., Washington, D.C. 20037.

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